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The structure and content of the model of pedagogical conditions binary approach to optimization of control and diagnostic functions in teaching “general pedagogy” to students

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Abstract

© 2014 Copyright for this article is retained by the author(s). Some significant drawbacks of control and diagnostic functions in the sphere of higher professional education is associated with the absence of a binary approach to its implementation, which leads to the low significance level of education, personal motivation and responsibility of students for their academic activities and its results. The article is aimed to develop a model of pedagogical conditions of a binary approach to optimize control and diagnostic functions in teaching “General pedagogy” to students. A leading approach in the development of this model is binary approach, different from traditional and offering a fundamentally new strategy for solving problems of guaranteed quality of education. The article considers the structure and content of a pedagogical condition a binary approach model to optimization of control and diagnostic functions in teaching “General pedagogy” for students. The materials of this article have a practical importance in development and use of a test control system and self-control of students’ knowledge using ICT, as well as packets of control and diagnostic tasks and assignments for students studying “General pedagogy”.

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Keywords

Binary approach, Control-diagnostic function, Learning process, Pedagogical conditions, Structure and content of the model